DOCUMENT RESUME

ED 215 714 JC 820 132

TITLE	Status Survey of Guidance and Counseling Services in Michigan Community Colleges.
INSTITUTION	Instructional Development and Evaluation Associates, Inc., Berkeley, Mich.
SPONS AGENCY	Michigan State Dept. of Education, Lansing. Community Coll. Services Unit.
PUB DATE	Feb 81
NOTE	127p.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Articulation (Education); Career Counseling; *Career Guidance; *Community Colleges; *Counseling Services; Counselor Role; Institutional Research; Job Placement; Questionnaires; Staff Development; State Surveys; Two Year Colleges
IDENTIFIERS	*Michigan

ABSTRACT

In 1980, a study was conducted to determine the status of guidance and counseling at Michigan's community colleges. The Dean of Occupational Education, Dean of Student Services, and a guidance staff member from each of the 29 community colleges in the state were asked to provide detailed information on the counseling and vocational guidance services offered; job placement office status and activities; individuals with counseling or advisory responsibilities; sources of career exploration/decision-making information for students; professional development activities of guidance personnel; conduct of occupational skills needs assessments; career resource centers; articulation agreements; promotional activities conducted; needs for consultation/technical assistance; status of features considered beneficial to community colleges; exemplary models, processes, or courses in career guidance; and preferred methods for disseminating survey results. The interviews revealed that: (1) all 29 colleges provided special services for the unemployed, displaced homemakers, and nontraditional occupations, and career exploration seminars; (2) 27 schools had a formal job placement office; (3) seven colleges provided release time for professional development; and (4) 25 colleges conducted occupational needs assessments. The survey report outlines study purposes, methodology, findings, and recommendations. The questionnaire and original study report are appended. (KL)

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ED215714

Status Survey of Guidance and Counseling Services in Michigan Community Colleges

February, 1981

Submitted by:

Instructional Development and Evaluation Associates, Inc.
Berkley, Michigan

JC 820 132

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Foreword

This survey was conducted by Instructional Development and Evaluation Associates, Inc. in cooperation with Kalamazoo Valley Community College under the auspices of the Michigan Department of Education, Community College Services Unit. Instructional Development and Evaluation Associates, Inc. would like to thank both Kalamazoo Valley Community College and Carol Wolenberg, Michigan Department of Education, and the Career Guidance and Counseling Committee for their assistance throughout this project. Without such assistance the survey project would have been much more difficult.

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Project Background

Beginning in 1975 and continuing through 1977, a grant from the Michigan Department of Education was let to Kalamazoo Valley Community College and Montcalm Community College to develop a model career guidance program for community colleges. The end result of this project, a series of manuals entitled "Model Career Guidance Programs for Michigan Community Colleges" was developed to serve as guidelines for an effective career guidance program at the community college level. Since 1977, Kalamazoo Valley Community College has updated portions of the model to meet their individual needs. As a direct result of need for update, this Statewide Status Survey was designed to identify the overall use of the "Model Career Guidance Programs for Michigan Community Colleges."

Senator Gary Corbin headed a Postsecondary Task Force on Career Education in 1977. The task force consisted of key representatives from community, four-year, and private colleges. This group presented its final recommendations in August, 1977 to the Senate Committee on Employment and Training.

The purpose of the task force was to make recommendations regarding the advisability of post secondary career education legislation and to identify the specific provisions this legislation should contain. Included in their final report was a specific recommendation that the Michigan Department of Education conduct a statewide needs assessment relating to the status of career development and career preparation at the post secondary level. The purpose of this project was to fulfill the committment of

the Michigan Department of Education to meet this recommendation. Thus, the purpose of this study is to provide the Michigan Department of Education with data relative to the current status of career guidance and counseling activities and ancillary services designed to enhance vocational education programs at community colleges around the state of Michigan.

The data generated from the activities of the study are intended to assist the Michigan Department of Education in six areas. The first area is to provide the Michigan Department of Education with some direction and recommendations regarding the establishment of future funding from the federal government. The second area is to provide data which may be used by the Michigan Department of Education to provide internal direction for distribution of vocational education funding to meet the needs of community colleges within the state of Michigan. The third area is to provide the Michigan Department of Education with data that identify needs of community colleges relative to career guidance and counseling activities and ancillary services designed to enhance the vocational education programs they offer. The fourth area is to provide data relative to the feasibility of implementing activities as identified in the Federal Register, which may occur either within the community college or across a network of community colleges. The fifth area is to identify individuals from community colleges who are willing to share exemplary models or programs at their community college with interested persons or who are willing to be resource personnel with expertise in specific areas. Finally, the sixth area, and the secondary purpose of the status survey, is to obtain data from respondents relative

to plans they have which are designed to meet their needs as identified by staff members or other audiences of the community college during the survey process.

Methodology

The survey process began in October, 1980 with the award of a contract to Kalamazoo Valley Community College to sub-contract the survey and sponsor a statewide conference to discuss the results of the project. Instructional Development and Evaluation Associates, Inc. was chosen as the sub-contractor. An initial meeting between Kalamazoo Valley Community College st[illegible] Carol Wolenberg, representing the Michigan Department of Education, and staff from Instructional Development and Evaluation Associates, Inc. was held at Kalamazoo Valley Community College on October 14, 1980. The purpose of this meeting was to identify the areas to be addressed in the survey instruments and the appropriate audiences to serve as survey respondents. The Department of Education believed it essential to the success of the project to place much emphasis on the input of a community college in the developmental process of the survey. Such input would insure that the survey items accurately assessed the current state of counseling and guidance activities at community colleges. Kalamazoo Valley Community College agreed to carry primary responsibility for this role.

Based on the information obtained during the initial meeting, draft instruments were developed and submitted to the Department of Education for review. Five instruments were developed as a result of the initial meeting including four survey instruments and one demographic instrument. The four survey instruments were for Presidents of Community Colleges, Deans of Occupational Education, Deans of Student Services, and guidance personnel. The

demographic instrument was designed to collect information primarily concerning the numbers and types of students attending the community college. The instruments were reviewed on three different occasions.

The initial review was performed by Carol Wolenberg, representing the Michigan Department of Education. This review was used to clarify the intent of the questions. The second review consisted of a joint meeting between Carol Wolenberg and staff from Kalamazoo Valley Community College. The purpose of this meeting was to review the instrument and identify necessary modifications to the items or survey format. The instruments were then revised by the Department of Education and mailed to Instructional Development and Evaluation Associates, Inc. for their review of the revised instruments. Several modifications were made to the instruments by Instructional Development and Evaluation Associates, Inc. after consulting with the Department of Education. The most notable modifications were the deletion of the survey for Presidents of Community Colleges and the demographic information survey. The items contained within the survey for Presidents of Community Colleges were distributed among the other surveys. This decision was made as it was determined the information could be obtained from the other respondent groups without having to request the necessary interview time from the Presidents. It was also determined that the demographic data could be obtained from records maintained by the Department of Education and, therefore, itwould be unnecessary to request these data.

The revised versions of the instruments were then mailed back to the Department of Education where they underwent a review by a committee of key representatives from the community college sector. Upon completion of this review, Instructional Development and Evaluation Associates, Inc. conducted an in-house pilot test of the instruments with two community colleges. Based upon the results of the pilot test, several minor modifications were made to the instruments. The final version of the instruments was then forwarded to the Department of Education and approved. The final version of the instruments may be found in Appendix A.

The survey was conducted primarily between December 9 and December 19, 1980. Those individuals which Instructional Development and Evaluation Associates, Inc. could not contact during this time period were contacted shortly thereafter. All surveys were completed by January 5, 1981. Each of the surveys was designed to take approximately 30 minutes to administer. While this time expectation was generally correct, the interview times ranged from a minimum of 20 minutes to a maximum of 1 hour in length.

Interviewer Training

Instructional Development and Evaluation Associates, Inc. employed a team of five telephone interviewers to conduct the interviewing process. These individuals were trained specifically for this interview process.

The training consisted of a one half-day intensive training session. The training session indicated two major components.

The first was a comprehensive explanation of the survey instrument. During this period the trainees were asked several questions designed to assess the degree to which they had an understanding of the interview questions. The second major component involved a role play situation where a staff member from Instructional Development and Evaluation Associates, Inc. acted as a survey respondent so that each trainee could be given the opportunity to test their understanding of the survey process with a relatively real situation.

Survey Respondents

Three individuals were interviewed from each of the 29 community colleges for a total of 87 respondents. The individuals interviewed were: the Dean of Occupational Education, Dean of Student Services, and a guidance staff member. The names of the Deans of Occupational Education and Deans of Student Services were provided to Instructional Development and Evaluation Associates, Inc. by the Department of Education. The names of guidance personnel were obtained during the interview with the Deans of Student Services from each of the community colleges.

Reporting of Findings

The results of the Status Survey of Guidance and Counseling Services in Michigan Community Colleges were reported on three levels; as a summary report to the Michigan Department of Education detailing the preliminary results of the state and each community college on an individual basis. The second level reporting

requirement was separate summary reports for each community college. Thus, a total of 29 individual reports identifying survey responses provided by each community college were prepared.

Each report consisted of several sections including an introduction, a background of the survey projects, a description of the survey methodology followed during the implementation of the project, directions for utilizing the findings presented, and the survey findings. The survey findings consisted of tables summarizing the data collected on a statewide basis with the individual response of the community college for which the individual report was prepared circled. The information provided by these individual reports served three purposes. The first purpose was to provide each community college with an overview of the activities and background of the survey of community colleges in which their staff members participated. Secondly, the data provided during the interviews were summarized into tables in order to assist community colleges staff in completing the "Application for Vocational Guidance and Counseling Funds". These funds can be used to provide community colleges with the impetus necessary to further develop the vocational guidance and counseling activities available at their community college or add new activities and services. The third purpose was to provide readers with an overview of how other community colleges around the state of Michigan responded to the survey items. A copy of one such report is presented in Appendix B.

The final report level includes this technical report which contains an overview of the process, data collection and analysis for statewide totals and is based upon final analysis of the data.

Findings

This section of the report presents the results of the Community College Survey developed for this study. Presented within this section are 26 tables summarizing responses to the survey items. The data collected through the survey process have been divided into 13 topical areas. These areas correspond to areas of concern relative to vocational guidance and counseling activities at community colleges. The 13 areas are: services provided/activities made available to students; job placement office status; individuals with counseling or advisory responsibilities; sources of career exploration/career decision making information for students; professional development activities of guidance personnel; occupational skills needs assessment; career resource centers; articulation agreements; promotional activities conducted; areas of consultation/technical assistance need; status of features considered beneficial to community colleges; examplary models, processes, or courses in career guidance developed by community colleges; and dissemination of survey results. As is evidenced by this list of areas addressed in this report, this study was both comprehensive in nature and broad in spectrum. Each of these areas is addressed separately in the remaining pages of this section.

In the review of the findings presented in the tables, several points should be kept in mind. The first of these points is that the survey conducted involved the entire population (100% response rate) of those individuals of interest identified for this study. Therefore, the presentation of a percentage reflects the actual

status of the area addressed and not an inferred status based upon a sample of respondents from an identified population. Secondly, in some instances the same survey items were asked of multiple respondents from a community college (i.e., guidance counselors, Deans of Student Services, and Deans of Occupational Education or any combination of two). In the instances where this is true the groups from which the responses have been drawn will be identified. The purpose of using multiple respondents was to insure that the question of interest was asked of the individual from the community college best able to respond to the item. Therefore, if it was uncertain as to the individual best able to supply the response, several individuals from the community college were asked.

Services Provided/Activities Made Available to Students by Community Colleges

The purpose of asking the survey items which comprised the findings within this section was to identify those services provided to students by community colleges and those activities in which students could be involved. The services provided or activities involved all related to guidance activities, career counseling activities, or job related services. Tables 1 - 3 summarize the responses given to the survey items asked within this topical area.

Table 1 deals with the services provided by community colleges. A list of 20 services which could be provided by community colleges was developed. Deans of Occupational Education,

Deans of Student Services, and guidance personnel were all asked to indicate whether or not their community college provided each service. If one of the three respondents indicated the service was provided by their community college, then the response for the community college was listed as affirmative. As explained in the introduction to this section, the purpose of asking all three respondents if each service was provided was to insure that if one of the respondents was uncertain as to whether or not the service was provided, the responses from the two remaining individuals could be used to determine the status of the service.

As Table 1 indicates, there were three services which all 29 community colleges provided. These are: special services for the unemployed; special services for displaced homemakers and non-traditional occupations; and career exploration seminars. Three services were provided by 28 of the community colleges, these were: testing of students for vocational interests; testing of students for vocational aptitudes; and special services for senior citizens. Twenty-seven community colleges indicated they provided tutoring services and work study programs for students. Twenty-six community colleges indicated they provided opportunities to talk with employees and employers in occupational areas of interest; human potential seminars; apprenticeships; externships/internships; and co-op opportunities. The service provided by the smallest number of community colleges was short-term field experience in areas of high interest. This service was provided by 20 (69.0%) of the community colleges. Nine community colleges

Table 1

Services Provided by Community Colleges

Service	Number Responding Affirmatively*	Percent Responding Affirmatively
1. Co-op	26	89.7
2. Externships/Internships	26	89.7
3. Apprenticeship	26	89.7
4. Work Study	27	93.1
5. Testing Services - Aptitude	28	96.6
6. Testing Services - Interest	28	96.6
7. Special services for handicapped	22	75.9
8. Special services for senior citizens	28	96.6
9. Special services for the unemployed	29	100.0
10. Special services for the underemployed	24	82.8
11. Special services for minorities	22	75.9
12. Special services for displaced homemakers and non-traditional occupations	29	100.0
13. Special services for individuals with limited English speaking ability.	23	79.3
14. Tutoring	27	93.1
15. Human Resource Center	23	79.3
16. Human Potential Seminars	26	89.7
17. Career Exploration Seminars	29	100.0
18. Short-term field experience in areas of high interest	20	69.0
19. Opportunity to talk with employees and employers in occupational areas of interest	26	89.7
20. On-the-job experience	25	86.2
21. Other	9	31.0

*Based upon a total of N=29 respondents.

also indicated they provided services which were not listed on the survey responses presented to respondents. Some of these services included: shared time facilities for local schools for occupational programs; an educational development center; vocational counseling program at a local prison; family education programs; and student financial aid programs. The second source of information within this general area was obtained from guidance personnel. Guidance personnel were asked to indicate whether or not several activities occurred at their community college. In addition to indicating whether or not each activity occurred at their community college, guidance personnel were also asked to indicate the proportion of students involved in the activity. Table 2 identifies those activities of interest and the responses provided by guidance personnel. Table 2 reveals several interesting facts. First, the activity identified as being most commonly available was the use of the Michigan Occupational Information System (MOIS). This was available at 28 community colleges (96.6%). The next most commonly available activities were employability skills training for students (89.7%), interpersonal skills development for students (89.7%), and use of the Dictionary of Occupational Titles (89.7%). The least available activities were job shadowing opportunities for students (44.0%) and the use of business/industrial representatives to act as guidance counselors (24.1%). Without regard to the type of activity in question or the number of community colleges indicating availability of the activity, the majority of activities were used by half or less of the students at the

Table 2

Activities Available at Community Colleges and Proportion of Students Using the Activity

Activity	Community Colleges Having Activity		Proportion of Students using Activity							
			All		More than Half		Half or Less		None	
	N*	%**	N	%	N	%	N	%	N	%
Employability skills training for students.	26	89.7	1	4.0	4	16.0	20	80.0	0	0.0
Interpersonal skills development for students.	26	89.7	1	3.8	3	11.5	22	84.6	0	0.0
Group career counseling sessions where students may share ideas.	20	69.0	1	5.0	2	10.0	17	85.0	0	0.0
Job shadowing opportunities for students.	13	44.0	1	7.7	0	0.0	12	92.3	0	0.0
Use of business/industrial representatives to act as guidance counselors.	7	24.1	0	0.0	0	0.0	6	100.0	0	0.0
Use of MOIS (Michigan Occupational Information System)	28	96.6	1	3.7	6	22.2	20	74.1	0	0.0
Use of Dictionary of Occupational Titles (DOT)	26	89.7	1	3.8	2	7.7	23	88.5	0	0.0
Use of Career Opportunity Files (such as Chronicle Guidance)	22	75.9	1	4.5	3	13.6	18	81.8	0	0.0
Use of Career Decision Making Guides	22	75.9	1	4.5	5	22.7	16	72.7	0	0.0

*Based on a total of N=29 Respondents
**Adjusted for non-respondents

community colleges. This can be seen by examining the four columns of Table 2 under the column heading "Proportion of Students Using Activity".

The third and final table, Table 3, used to develop the information in this section dealt with job-related services available at community colleges. The data presented in this table were obtained from both guidance counselors and Deans of Student Services. If one of the two individuals indicated their community college had the job-related service, then an affirmative response was tallied for that community college for the job-related service. One community college indicated they did not have a placement service. Therefore, the maximum number of community colleges which could have any of the placement services was 28. Four services were provided by all of the 28 community colleges. These were information and assistance to students seeking part-time work, full-time work, and summer employment and out of district job listings. The next most commonly available job-related services were employability skills workshops (27 community colleges), information and assistance to students seeking campus employment (26 community colleges), active contact of employers and potential employers (26 community colleges), and an area where employers may conduct job interviews with students (25 community colleges). The job-related service least provided was workshops in how to use the placement service. This service was provided by only 19 (67.9%) of the community colleges surveyed.

Eight community colleges indicated they provided job-related services to students which were not provided as response

Table 3

Job Related Services Available at Community Colleges

Element	Community Colleges Indicating They Have Element	
	Number*	Percent
An area where employers may conduct job interviews with students.	25	89.3
Placement service active contact of employers and potential employers.	26	92.9
Information and assistance to students seeking:		
part-time work	28	100.0
full-time work	28	100.0
summer employment	28	100.0
campus employment	26	92.9
work study programs	24	85.7
Students access to current job bank.	24	85.7
Out of district job listings.	28	100.0
Employability skills workshops.	27	96.4
Credential Service	23	82.1
Workshops in how to use the placement service.	19	67.9
Other	8	28.6

*Based on a total of N=28 respondents since 1 college (3.4%) did not have a placement service.

options to the survey items. These included: a career planning and assessment course; use of a computerized consortium; and individual classroom visits by the placement director.

Job Placement Office Status

The Deans of Student Services were asked several questions relative to the existance and operation of formal job placement offices at their community colleges. The data presented in this section are based on 27 Deans of Student Services indicating they had a formal job placement office. The first area of interest was the number of full-time and part-time staff operating the job placement office. Table 4 indicates that the most frequent number of staff members in a placement office was one full-time staff member and zero part-time staff members. Eleven community colleges (40.7%) had more than 1 full-time staff member. No community colleges had more than four full-time staff members. Eighteen community colleges (90.0% of those responding) indicated they had two or less part-time staff members.

The next area of concern relative to job placement offices was the extent to which the placement offices were used and the percent of students receiving job placements through the offices. Tables 5 and 6 present these data. Table 5 reveals that the 16 community colleges (59.3%) indicated that 25% or less of the students attending the community college used the placement office. Moreover, 25 community colleges (92.6% of those responding) indicated that 50% or less of the students made use of the placement service. Table 6 indicates that the percent of students

Table 4

Number of Staff Operating the Placement Office

Number of Staff	Full-Time		Part-Time	
	Number*	Percent	Number*	Percent
0	4	14.8	9	45.0
Less than 1	1	3.7	2	10.0
1	11	40.7	5	25.0
2	6	22.2	2	10.0
3	2	7.4	1	5.0
4	3	11.1	0	0.0
5	0	0.0	0	0.0
6	0	0.0	1	5.0
7 or more	0	0.0	0	0.0

*Based on a total of N=27 community colleges indicating they have a placement office.

Table 5

Use of Job Placement Office

Percent of Students Using Service	Community Colleges Indicating Percent	
	Number*	Percent
0-25	16	59.3
26-50	9	33.3
51-75	1	3.7
76-100	1	3.7

*Based on a total of N=27 respondents.

Table 6

Percent of Students Requesting Job Placement Receiving Such Placement

Percent Receiving Placement	Community Colleges Indicating Percent	
	Number*	Percent
0-25	8	29.6
26-50	5	18.5
51-75	5	18.5
76-100	9	33.3

*Based on a total of N=27 respondents.

receiving requested job placements revealed a bimodal distribution. As the table indicates, 8 community colleges (29.6%) indicated that 25% or less of their students received a placement when requested while 9 community colleges (33.3%) indicated that between 76 and 100% of the students requesting job placement received such placements.

Another concern area relative to job placement offices was to determine the reason students first use the job placement office. As Table 7 indicates, the most commonly given response was that most students first use the job placement service as a result of their own initiative. The second most commonly given reason was as part of the guidance/advisory process. Eleven community colleges provided a reason other than the response options given as the reason students initially used the job placement service. Some of these responses were: referral to by graduates, through advertisements, referral by faculty, and as part of the orientation process.

Another area of interest within the placement office area was the sources used to obtain job listings. Table 8 shows that there were several sources of job listings commonly used by many of the community colleges. For example, all 27 community colleges having job placement offices indicated employer call-in was a source for job listings, 25 community colleges indicated MESC was used as a source for job listings, and 23 community colleges indicated that direct listing and schools were sources of job listings.

Eleven community colleges (64.7%) indicated they used sources of job listings not provided as response options to

Table 7

Reasons Students Initially Use the Job Placement Service

Reason	Community Colleges Indicating Reason	
	Number*	Percent**
As part of a course assignment.	14	51.9
As part of the guidance/advisory process.	21	77.8
On their own.	25	92.6
Other	11	40.7

*Based on a total of N=27 respondents.
**Adjusted for non-respondents.

Table 8

Sources Used to Obtain Job Listings

Source	Community Colleges Using Source	
	Number*	Percent**
MESC	25	96.2
Direct listing	23	95.8
Want ads	19	76.0
Employer call-in	27	100.0
Schools	23	88.5
County list	13	52.0
City list	12	54.5
Other	11	64.7
Respondent indicated they did not use any listings of any type.	1	4.5

*Based on a total of 27 respondents.
**Adjusted for non-respondents.

the survey items. These included: national job listings; Chamber of Commerce; Buyer's Guide; referrals from instructional staff; own file built through contacts made using telephone directory; and the Greater Lansing Personnel Director's Association.

The last area of interest within the general area of job placement offices was graduate follow-up activities. Tables 9 and 10 summarize the data collected. Table 9 summarizes the type of follow-up activities performed by the community colleges. As the table shows, of the 27 community colleges responding all assisted unemployed students in getting jobs. Over 75% of the community colleges responding indicated follow-up activities also included determining the number of students getting jobs; assisting underemployed students to get better jobs; and providing support services such as training in additional interviewing skills, etc. Four community colleges indicated that there were other follow-up activities which they performed. These included: continuous vocational technical follow-up determination of wage trends, and use of the Michigan Student Information System (MSIS) Program. Community colleges identified several reasons for conducting follow-up activities. The most commonly given reason was to fulfill reporting requirements. Twenty-five community colleges (92.6%) provided this response. Twenty-three community colleges (85.2%) indicated that developing a data base and improving programs at the community college were also reasons for conducting follow-up activities. Eight community colleges (29.6%) provided additional reasons for conducting follow-up activities. These included: feedback to determine how career programs are functioning; public relations; recruiting students for college; general information for staff; and program planning.

Table 9

Follow-Up Activities Performed

Activity	Community Colleges Indicating Activity	
	Number*	Percent
Determine number of students getting jobs.	23	85.2
Assist unemployed students get jobs.	27	100.0
Assist underemployed students get better jobs.	24	88.9
Provide support services such as training in additional interviewing skills, etc.	21	77.8
Other	4	14.8

*Based on a total of N=27 respondents.

Table 10

Reasons for Conducting Follow-up Activities

Reason	Community Colleges Indicating Reason Number*	Percent
Develop a data base.	23	85.2
Improve the program.	23	85.2
Fulfill reporting requirements.	25	92.6
Other	8	29.6

*Based on a total of N=27 respondents.

Individuals With Counseling or Advising Responsibilities

Table 11 presents a summary of responses from guidance personnel interviews from each of the community colleges indicating the individuals at that community college having counseling or advising responsibilities. As Table 11 indicates, the largest number of community colleges identifies guidance counselors as one of the individuals who had counseling and advising responsibilities. The next most common individuals with such responsibility were placement officers. As the table shows, a large number of community colleges provided a response different than the responses offered by the interviewers. Some of these responses were: faculty (8 community colleges), admissions counselors, student services staff, guidance assistants, and a peer advising program. Table 11 also shows that six community colleges indicated that counseling and advising services were two different functions. This information was collected to identify the number of community colleges differentiating these two services. The final piece of information provided by this table indicates that 1 community college responded they did not provide counseling or advising services to students.

Sources of Career Exploration and/or Career Decision Making Information for Students

This section of the surveys was asked only of Deans of Occupational Education. The Deans of Occupational Education were asked to identify tne sources of career exploration and/or career decision making information for students. Three response options were provided. The Deans were asked to indicate for each option

Table 11

Individuals Identified as Performing Counseling or Advising Services*

Response	Community Colleges Selecting Response	
	Number +	Percent
Guidance Counselor	25	86.2
Occupational staff	22	75.9
Placement Officer	19	65.5
Other	20	69.0
They are two different functions	6	20.7
We don't have counseling/advising	1	3.4

+Based on N=29 Respondents

*Respondents could select more than one response option

whether or not it was a source of information for students. Table 12 reveals that the number of community colleges responding affirmatively to each of the three response options were approximately equal. Twelve community colleges identified sources of this information different from the response options provided. These were: co-op, special seminars, special project, Business/Industrial Days, and brochures.

Professional Development Activities of Guidance Personnel

Guidance personnel were asked to indicate whether or not they were given paid release time to experience occupations through field experience. As Table 13 indicates, seven guidance personnel interviewed indicated that their community college provided them with paid release time to learn about the occupations for which they were counseling their students. Based upon this information, it appears that this is not a common activity among community colleges.

Occupational Skills Needs Assessment

The next area of interest concerned whether or not community colleges conducted occupational skills needs assessments for use in the curriculum development processes for their courses. Several questions were asked relative to this area. Tables 14 and 15 summarize the information collected in this area. As the footnote for Table 14 indicates, 1 community college indicated they did not conduct occupational skills needs assessments and 1 community college was uncertain as to whether or not occupational skills

Table 12

Sources of Career Exploration and/or Career Decision Making Information for Students+

Source	Number of Community Colleges Indicating Use of Source*	Percent of Community Colleges Indicating Use of Source
Career Exploration/Career Decision-Making Course	22	75.9
Part of Another Course	21	72.4
Using a Career Resource Center	22	75.9
Other	12	41.4

*Based upon a total of N=29 respondents.

+Respondents could select more than one category.

Table 13

Number and Percentage of Community Colleges Indicating Guidance Personnel Given the Opportunity to Experience Occupations Through Field Experience (Paid Release Time)

Response	Community College Response	
	Number*	Percent
Yes	7	26.9
No	19	73.1

*Based on a total of N=26 guidance personnel providing responses to the item.

needs assessments were conducted. Thus, the information in Tables 14 and 15 were based upon 27 respondents. The questions comprising the contents of Tables 14 and 15 was asked of the Deans of Occupational Education. Table 14 indicates that the largest number of community colleges conducted the occupational skills needs assessments one time per year. In addition, 12 community colleges selected the other category. Responses in this category were: every three years (5 community colleges), whenever needed (4 community colleges), four times per year, monthly, and ongoing.

Table 15 presents a summary of the methodologies used to conduct the occupational skills needs assessments. As Table 15 indicates, the most commonly used methodologies were discussions with staff, discussions with employers, and survey of employers. Nineteen community colleges indicated that some other method was used to conduct the occupational skills needs assessment. Some of these methdologies were: conducted by advisory committee (17 community colleges), student survey, and Southeastern Michigan League of Community Colleges (SEMLOC).

Career Resource Centers

The Michigan Department of Education was also interested in the current status of career resource centers at community colleges. Questions were asked of guidance personnel concerning the location of the career resource center, reasons students initially used the center, and hours of operation of the center. This information is presented in Tables 16 through 18.

Table 16 summarizes the data concerning the location of career resource centers. As the table indicates, the majority of

Table 14

Frequency of Occupational Skills Needs Assessments

Frequency	Number of Community Colleges Indicating the Frequency*	Percent of Community Colleges Indicating the Frequency
One time per year	10	40.0
Bi-yearly	3	12.0
Other	12	48.0

*Based upon a total of N=25 respondents, since 1 community college indicated they did not conduct occupational skills needs assessments, 1 community college was uncertain as to whether or not such an assessment was conducted and 2 community colleges did not know how often their assessment was conducted.

Table 15

Methodologies Used to Conduct the Occupational Skills Needs Assessment+

Methodology	Number of Community Colleges Indicating Use of Methodology*	Percent of Community Colleges Indicating Use of Methodology
Survey of Employers	20	74.1
Survey of Staff	12	44.4
Discussions with Employers	20	74.1
Discussions with Staff	21	77.8
Other	19	70.4

*Based on a total of N=27 respondents, since 1 community college indicated they did not conduct occupational skills needs assessments and 1 community college was uncertain.

+Respondents could select more than one category.

guidance personnel selected a response differing from the response options provided. The locations identified by these 13 guidance personnel included: lobby of technical building complex, campus center building, admissions building, counseling center, student services building (5 community colleges), mobile unit, and student personnel office. In addition to these locations, the most prominently identified location was that of the library. Only one community college indicated that the career resource center was in an area by itself.

Table 17 provides an indication of the reasons students initially use the career resource center at their community college. This table indicates that the two most common reasons students initially used the career resource center were as part of a guidance/advisory process and on their own initiative.

Table 18 summarizes the data relative to the hours of operation of the career resource centers. The table shows that most community colleges operated their career resource centers days and evenings. Only five community colleges operated the career resource center days, weekends, and evenings while seven community colleges operated during the day hours only.

Articulation Agreements

Another area of interest to the Michigan Department of Education was the extent to which formal or informal articulation agreements existed between community colleges and four-year institutions, intermediate school districts, and secondary school districts. Deans of Occupational Education were asked three

Table 16

Location of Career Resource Center

Location	Respondents Identifying Location Number	Percent*
Library	7	28.0
Placement Center	4	16.0
In an area by itself.	1	4.0
Other	13	52.0

*Based on N=25 respondents indicating they have a Career Resource Center and are aware of its location. Two additional colleges indicated they had a center but were not aware of its actual location.

Table 17

Reasons for Students Initially Using the Career Resource Center*

Reason	Community Colleges Selecting Reason	
	Number	Percent+
as part of a course assignment	19	70.4
as part of the guidance/advisory process	26	96.3
on their own	24	88.9
other	2	7.4

*Respondents could select more than one reason.
+Based upon N=27 respondents indicating they have a Career Resource Center.

Table 18

Hours of Career Resource Center Operation

Hours of Operation	Community Colleges Having the Hours of Operation	
	Number	Percent*
during day hours only	7	26.9
days and evenings	14	53.8
days, weekends, and evenings	5	19.2
other	0	0.0

*Based upon N=26 community colleges indicating they had a career resource center and were aware of its hours of operation.

different questions to determine the extent to which they had articulation agreements. The first of these questions was to determine with which institution types (i.e., four-year insitutions, intermediate school districts, secondary school districts) the community college had articulation agreements. If the Dean of Occupational Education indicated that there was an articulation agreement, then two additional questions were asked. The first question determined whether the articulation agreement was formal or informal. The second question obtained information relative to the proportion of students at the community college which were involved in the articulation agreement. Table 19 summarizes the data collected.

The most common institution with which articulation agreements existed was four-year institutions. All of the community colleges indicated they had articulation agreements with four-year institutions. Of those community colleges responding, 20 (95.2%) indicated the articulation agreement was formal in nature while 1 (4.8%) indicated it was informal in nature. The second most common institution type with which articulation agreements existed was intermediate school districts. Twenty community colleges indicated they had articulation agreements with intermediate school districts. Of these community colleges, and for those providing responses, fourteen (73.7%) indicated this agreement was formal in nature while five (26.3%) indicated this agreement was informal in nature. Seventeen (60.7%) of the community colleges indicated they had articulation agreements with secondary school districts. Nine of these colleges (69.2%)

Table 19

Number and Percentage of Community Colleges Having Either Formal or Informal Articulation Projects with Four Year Institutions, Intermediate School Districts, or Secondary School Districts

Institution Type	Have Articulation Project		Formal		Informal		Proportion of Students Articulating: 100%		99-51%		50-1%		0%	
	N*	%**	N	%	N	%	N	%	N	%	N	%	N	%
Four Year Institution	29	100.0	20	95.2	1	4.8	0	0.0	2	7.4	25	92.6	0	0.0
Intermediate School District	20	69.0	14	73.7	5	26.3	0	0.0	1	5.6	16	88.9	1	5.6
Secondary School District	17	60.7	9	69.2	4	30.8	0	0.0	0	0.0	11	100.0	0	0.0
Other	11	61.1	5	62.5	3	37.5	0	0.0	1	12.5	7	87.5	0	0.0

*Based upon a total of N=29 respondents.
**Adjusted for non-respondents.

indicated this agreement was formal while four (30.8%) indicated the agreement was informal. Finally, eleven community colleges (61.1%) indicated they had articulation projects with institutions other than the ones mentioned. These institution types included: apprenticeship programs, CETA, other community colleges, hospital programs, and accredited schools of cosmetology.

Promotional Activities Conducted

Deans of Student Services were asked questions relative to promotional methods used to promote the career/vocational education and guidance services provided by the community college. Deans of Student Services were asked to identify the promotional methods used for students at the community college and community members of the surrounding areas. Table 20 summarizes the data collected for this area.

Table 20 reveals information on several levels. The first level is that the group for which the largest number of community colleges conducted promotional activities was students. All 29 of the community colleges conducted at least one promotional activity for this group. The group for which the second largest number of community colleges conducted promotional activities was the surrounding community. Twenty-four community colleges conducted activities for this group. Finally, 22 community colleges indicated they conducted promotional activities directed toward employers of community college graduates.

Relative to the promotional activities conducted for students, the method used by the largest number of community colleges was

Table 20

Promotional Methods Used for the Career/Vocational Education and Guidance Service

Methods	Students Number*	Students Percent	Employers Number+	Employers Percent	Community Number++	Community Percent
Newspaper	26	89.7	16	72.7	23	95.8
Radio	16	55.2	10	45.5	18	75.0
Television	12	41.4	9	40.9	10	41.7
Bulletin Boards	29	100.0	16	72.7	16	66.7
Placement Office	27	93.1	21	95.5	19	79.2
Career Resource Center	26	89.7	16	72.7	16	66.7
Word of mouth	28	96.6	21	95.5	21	87.5
Mailgrams	9	31.0	7	31.8	4	16.7
Other	17	58.6	11	50.0	12	50.0

*Based on a total of N=29 respondents.
+Based on a total of N=22 respondents.
++Based on a total of N=24 respondents.

bulletin boards. This method was followed by word of mouth, placement office, newspapers, and the career resource center. Mailgrams was the promotional method used least by the community colleges. The low use of mailgrams was found to be consistent across all three of the target groups identified.

The most commonly used methods for promoting the career/vocational education and guidance service among employers was the placement office and word of mouth. This was followed by newspapers, bulletin boards, and the career resource center.

The most commonly used method to promote the career/vocational education and guidance service to the community was newspapers. This was followed by word of mouth, the placement office, radio, bulletin boards, and the career resource center.

As Table 20 indicates, a number of community colleges indicated they used other promotional methods in addition to the methods listed as response options. Without regard to the target audience, some of these promotional methods were: speaker's bureau, meetings of department heads, orientation, faculty, meeting with community groups, programs in malls, personal contact, luncheons with employers, advisory committees, mobile career unit, and by calling students.

Areas of Consultation/Technical Assistance Need

Tables 21 and 22 summarize the information collected in this area. Guidance counselors from each of the 29 community colleges were asked these questions to determine areas in which the Michigan Department of Education might provide beneficial consultation

or technical assistance. These areas are listed on Table 21. As the table indicates, over half of the community colleges indicated it would be helpful to have consultation or technical assistance in each of the areas listed. The area in which the greatest number of community colleges would find technical assistance or consultation helpful was faculty inservice on general career guidance. Twenty-five community colleges (86.2%) indicated they would find consultation or technical assistance helpful in this area. The area in which the next greatest number of community colleges would find consultation or technical assistance helpful in was career counseling. Twenty community colleges (69%) indicated consultation or technical assistance would be helpful in this area.

Table 22 relates to the area of the Michigan Model Career Guidance Program listed in Table 21. Table 22 indicates the specific components of the Michigan Model Career Guidance Program in which respondents would find consultation or technical assistance helpful. Five components received an approximately equal number of affirmative answers from community college guidance personnel. These were counseling techniques, career resource center, independent career guidance course, coursework in an already established course, and management considerations. Respondents indicated a desire for consultation or technical assistance in these components. Six community colleges and seven community colleges felt consultation or technical assistance would be helpful for the remaining two components admissions process, and career resources in main library respectively.

Table 21

Areas in Which Respondents Would Find Consultation or Technical Assistance Helpful

Area	Number*	Percent
Development of a career decision-making course	17	58.6
Career Resource Center	18	62.1
Career counseling	20	69.0
Faculty inservice on general career guidance	25	86.2
Michigan Model Career Guidance Program Components	17	58.6

*Based on a total of N=29 respondents.

Table 22

Specific Components of the Michigan Model Career Guidance Program in Which Respondents Would Find Consultation or Technical Assistance Helpful

Components	Community Colleges Selecting Component	
	Number*	Percent**
Admissions process	6	75.0
Counseling techniques	12	92.3
Career Resource Center	11	100.0
Career Resource in Main Library	7	77.8
Independent career guidance course	12	100.0
Coursework in an already established course	11	84.6
Management considerations	11	91.7
Other (specify)	0	0.0

*Based upon N=17 respondents indicating consultation or Technical Assistance would be helpful in the Michigan Model Career Guidance Program.
**Adjusted for non-respondents.

Current Status of Features Considered Potentially Beneficial to Community Colleges

Each individual surveyed at the community college was asked to indicate whether or not their community college had features considered potentially beneficial to community colleges. If the respondent indicated their community college did have such a feature, then the respondent was asked whether or not this feature was considered beneficial to the community college. If the respondent indicated their community college did not have the feature, then they were asked whether or not having the feature would be beneficial to their community college. Table 23 summarizes the responses obtained to these questions. The numbers in Table 23 represent the responses with the community college serving as the unit of analysis. Therefore, if any one of the three respondents indicated the community college had the feature, then it was assumed that the community college did have the feature. Similarly if any one of the three respondents indicated that the feature was beneficial to their community college then an affirmative response was tallied in the second column of the table. Finally, the data in the third column of the table represent those community colleges in which all three responses indicated their community college did not have the feature and at least 1 individual indicated they would find the feature beneficial to have.

An examination of Table 23 indicates that the three features most often available at the community colleges were a directory of available career guidance materials, inservice in the recruitment of displaced homemakers and special services

Table 23

Current Status of Features Considered Potentially Beneficial to Community Colleges

Feature	Have the feature. Number*	Have the feature. Percent**	Have the feature and find it beneficial. Number*	Have the feature and find it beneficial. Percent**	Do not have the feature but would find it beneficial. Number*	Do not have the feature but would find it beneficial. Percent**
Directory of human resources.	26	89.7	26	100.0	3	100.0
Directory of available career guidance materials.	28	96.6	28	100.0	1	100.0
List of available ancillary services--both within and outside of your community college such as a community speaker's bureau.	27	93.1	27	100.0	2	100.0
Inservice for the promotion of non-traditional careers.	21	72.4	21	100.0	8	100.0
Inservice in the recruitment of displaced homemakers and special services required.	28	96.6	27	96.4	1	100.0
Community college newsletter for career education topics.	15	51.7	15	100.0	13	92.9
Inservice in how to provide career counseling to the mature adult.	18	62.1	18	100.0	11	100.0
Inservice in the use of MOIS.	28	96.6	28	100.0	1	100.0
Inservice in the problem of handicapped individuals relative to career education and how to deal with these.	22	75.9	22	100.0	6	85.7
Inservice in the problems of limited English speaking individuals relative to career education and how to deal with these.	13	44.8	13	100.0	10	62.5
Inservice in the Michigan Model Career Guidance Program.	17	58.6	14	82.4	10	83.3
Other (specify)	5	17.2	5	100.0	3	100.0

*Based upon a total of N= 29 respondents.
**Adjusted for non-respondents.

required, and inservice in the use of MOIS. In all three cases, over 95% of the community colleges found these features to be beneficial. The two features which the fewest number of community colleges indicated they had were inservice in dealing with the problems of limited English speaking individuals relative to career education and, secondly, a community college newsletter for career education topics. In both instances, 100% of the community colleges indicating they had the feature found it beneficial.

The feature which the largest number of community colleges did not have but would find beneficial was the community college newsletter for career education topics. This was followed by inservice in how to provide career counseling to the mature adult. Two other features which a large number of community colleges did not have but would find beneficial were inservice in the problems of limited English speaking individuals relative to career education and how to deal with these and, secondly, inservice in the Michigan Model Career Guidance Program.

As indicated on Table 23, several community colleges identified other features which they considered to be beneficial to their community college. These included: placement inservice, a professional development plan for faculty, inservice on minority issues, Project CIEW, inservice in competency based education, and Western Michigan University's Career Testing Battery. issues, Project College Level Education for Work (CLEW), inservice in competency based education, and Western Michigan University's Career Testing Battery.

Examplary Models, Processes, or Courses in Career Guidance Developed by Community Colleges

Table 24 provides data relative to the examplary models, processes, or courses in career guidance developed by community

colleges. The data in this table were obtained using the combined responses of the Deans of Student Services, Deans of Occupational Education, and guidance personnel. If one of these three respondents answered affirmatively to the question than an affirmative response was tallied for that community college. As the table indicates, a very large number (25 community colleges, 86.2% of respondents) indicated they had examplary models, processes, or courses, were willing to share these models, processes, or courses, or were piloting examplary models, processes or courses. In addition, 14 community colleges indicated the examplary models, processes, or courses were associated with special agency services such as MESC, CETA, or WIN.

Table 25 presents information relative to the preferred method of sharing the examplary models, processes, and courses with other community colleges. The three most preferred methods were: visit to community college, producing a write-up, and making an oral presentation. In conjunction with this, Table 26 identified the extent to which Deans of Occupational Education, Deans of Students Services and guidance personnel were willing to be identified as resource personnel. As the table indicates, a large number of the individuals interviewed from each group indicated they would be willing to serve as resource personnel.

Dissemination of Survey Results

The final table presented identifies the methods respondents preferred for dissemination of the survey results. All three respondents were asked the question. Therefore, the data

Table 24

Examplary Models, Processes, or Courses in Career Guidance Developed by Community Colleges

	Number of Community Colleges*	Percent of Community Colleges**
Community college having examplary models, processes, or courses.	25	86.2
Examplary models, processes, or courses associated with special agency services.	14	48.3
Community colleges indicating a willingness to share the examplary models, processes, or courses.	25	86.2
Examplary models, processes, or courses being piloted or considered.	25	86.2

*Based on a total of N=29 respondents.

**Adjusted for non-respondents.

Table 25

Preferred Method of Sharing Examplary Models, Processes, and Courses with Other Community Colleges*

Method	Number of Community Colleges Selecting This Method	Number of Community Colleges Selecting This Method
Write-up	18	72.0
Slide-tape	13	52.0
Presentation	16	64.0
Visit your site	20	80.0
Other	6	24.0

*Based upon a total of N=25 respondents indicating a willingness to share examplary models, processes, or courses. Respondents could select more than one option.

Table 26

Individuals Willing to be Identified as Resource Personnel

Group	Number	Percent*
Deans of Occupational Education	20	71.4
Deans of Student Services	23	85.2
Guidance Personnel	27	93.1

*Adjusted for non-respondents

presented in Table 27 reflect the response on a community college basis. Table 27 reveals that the most preferred method of sharing the survey results was in booklet form while the least desireable was a technical assistance visit.

Table 27

Preferred Methods of Presenting the Survey Results as Reported by Respondents Desiring the Results

Method	Number of Respondents Selecting this Method+	Percent of Respondents Selecting this Method++
Booklet	29	100.0
Technical Assistance Visit	7	10.3
Regional Workshop	20	69.0
Statewide Conference	15	51.7
Other	0	0.0

+Based on a total of N=29 respondents with 29 (100.0) expressing a desire for survey results.
++Adjusted for non-respondents.

Conclusions and Recommendations

The intent of this study was to determine the status of guidance and counseling services in community colleges around the state of Michigan and not to make any recommendations or judgements relative to these guidance and counseling services. Therefore, the conclusion and recommendations presented are presented relative to general guidance and counseling activities conducted across all 29 community colleges.

The survey results indicated there are a large variety of guidance and counseling services offered at the 29 community colleges. These services cover the areas of guidance and counseling activities and are available to a diverse student population. Many of the services identified were offered by a majority of the community colleges. However, there were several guidance and counseling services which were unique to a single community college. The ability to assess the breadth of these activities would not have been possible without the implementation of this status survey.

Based upon the number and type of guidance and counseling activities identified, it is apparent that each community college has information which might be of use to other community colleges around the state of Michigan. The accumulative data also indicate that there are several areas in which community colleges might need assistance. Therefore, it is recommended that the Michigan Department of Education consider the establishment of a technical assistance bureau which would serve the role of both disseminating information to community colleges as well

as serving the capacity of providing technical assistance to community colleges with specific needs.

Secondly, it is recommended that the Michigan Department of Education determine the extent to which the information collected for and presented to each of the 29 community colleges was utilized. If it is determined that this information was useful to the community colleges, then it is recommended that a status survey be institutionalized on an annual or biannual basis. Further it would be useful to establish a presentation for community college representatives as to utilize the data as one bases for decision making or inclusion in proposals, grant applications, and reports.

Site: _____

Individual Interviewed: _____

Community College Status Survey
Group: Dean of Student Services

Hello, my name is _____ from Instructional Development and Evaluation Associates, Inc. You were informed that we would be contacting you as part of a statewide survey of community colleges funded by the Department of Higher Education, Michigan Department of Education. The purpose of the survey is to provide the Michigan Department of Education data relative to the current status of career/vocational guidance and counseling activities and ancillary services designed to enhance vocational education programs at community colleges around the state of Michigan. The survey will take approximately 15-20 minutes to complete. Do you have the time right now to answer the survey questions?

IF YES

Go to Item 1

IF NO

When would be a good time to call back?

1. Do you have a job placement service?

IF YES

Go to Item 2

IF NO

a. Why not?
b. Do you feel a need for one?

Go to Item 7

2. How many full-time staff operate the job placement office? _____

3. How many part-time staff operate the job placement office? _____

4a. Approximately what percentage of students use your job placement service? _____

b. Approximately what percentage of students requesting a job placement are placed? _____

5. Does your job placement service include:

_____ An area where employers may conduct job interviews with students.

_____ Placement service active contact of employers and potential employers.

Information and assistance to students seeking:

_____ part-time work

_____ full-time work

_____ summer employment

_____ campus employment

_____ work study programs

Appendix A

_____ Student access to current job bank.

_____ Out of district job listings.

_____ Employability skills workshops.

_____ Credential Service

_____ Workshops in how to use the placement service.

_____ Other (specify) _____

6. Do your students initially use the job placement service:

_____ as part of a course assignment

_____ as part of the guidance/advisory process

_____ on their own

_____ other (specify)

7. Which of these follow-up activities do you do?

_____ determine number of students getting jobs

_____ assist unemployed students get jobs

_____ assist underemployed students get better jobs

_____ provide support services such as training in additional interviewing skills, etc.

_____ other (specify) _____

IF YES	IF NO
Are follow-up activities conducted to:	Go to next item.
_____ develop a data base	
_____ improve the program	
_____ fulfill reporting requirements	
_____ other (specify) _____	

Are your career/vocational education/guidance service promoted to:

A. Students _____ Yes _____ No

If yes, how?

_____ Newspaper
_____ Radio
_____ Television
_____ Bulletin Boards
_____ Placement Office
_____ Career Resource Center
_____ Word of mouth
_____ Mailgrams
_____ Other (specify)
_____

B. Employers _____ Yes _____ No

If yes, how?

_____ Newspaper
_____ Radio
_____ Television
_____ Bulletin Boards
_____ Placement Office
_____ Career Resource Center
_____ Word of mouth
_____ Mailgrams
_____ Other (specify)
_____

C. Community _____ Yes _____ No

If yes, how?

_____ Newspaper
_____ Radio
_____ Television
_____ Bulletin Boards
_____ Placement Office
_____ Career Resource Center
_____ Word of mouth
_____ Mailgrams
_____ Other (specify)
_____

8. Does your community college have any examplary models, processes, or courses in terms of career guidance?

_____ Yes If yes, A. Please describe. _____
_____ No _____
_____

B. Is it tied to any special agency services such as MESC, CETA, WIN, or Vocational Rehabilitation?

_____ Yes If yes, which one?
_____ No

_____ MESC
_____ CETA
_____ WIN
_____ Vocational Rehabilitation
_____ other

C. Would you be willing to share this with other community colleges?

_____ Yes
_____ No

If yes go to C1.

C1. If yes, how?

_____ write-up
_____ slide-tape
_____ presentation
_____ visit your site
_____ other

9. Are there any processes, course(s) etc., you are piloting or considering?

_____ Yes
_____ No

If yes, please explain.

_____

_____

_____

10. Would you or your staff be willing to be identified as a resource person for other Michigan Community College personnel?

_____ Yes
_____ No

If yes, in what areas?

a. _____

b. _____

c. _____

Would you like to receive the results of this survey?

_____ Yes
_____ No

If yes, how?

_____ booklet

_____ technical assistance visit

_____ regional workshop

_____ statewide conference

_____ other

11. Do you have additional concerns or questions you would like to address? _____

_____

_____

12. Would you recommend the most appropriate individual at your community college to conduct a guidance survey with?

Name _____

Phone _____

These are all the questions I have. I would like to thank you for your time and assistance.

Site: _____

Individual Interviewed: _____

Community College Status Survey
Group: Guidance Personnel

Hello, my name is _____ from Instructional Development and Evaluation Associates, Inc. You were informed that we would be contacting you as part of a statewide survey of community colleges funded by the Department of Higher Education, Michigan Department of Education. The purpose of the survey is to provide the Michigan Department of Education data relative to the current status of career/vocational guidance and counseling activities and ancillary services designed to enhance vocational education programs at community colleges around the state of Michigan. The survey will take approximately 30 minutes to complete. Do you have the time right now to answer the survey questions?

IF YES
Go to Item 1

IF NO
When would be a good time to call back?

1. Note: For the following question, only ask the items to which the Dean of Occupational Education responded yes.

I'm going to list some services which your Dean of Occupational Education indicated were provided at your community college. I would like you to indicate what proportion of the students make use of the service by selecting one of the following answers: all, more than half, half or less, or none.

All	More than Half	Half or Less	None	
____	____	____	____	Co-op
____	____	____	____	Externships/Internships
____	____	____	____	Apprenticeship
____	____	____	____	Work Study
____	____	____	____	Testing Services - Aptitude Which tests are used? _____
____	____	____	____	Testing Services - Interest Which tests are used? _____
____	____	____	____	Special services for the handicapped
____	____	____	____	Special services for senior citizens
____	____	____	____	Special services for the unemployed
____	____	____	____	Special services for the underemployed
____	____	____	____	Special services for minorities

All	More than Half	Half or Less	None	
___	___	___	___	Special services for displaced homemaker populations and non-traditional occupations.
___	___	___	___	Special services for individuals with limited English speaking ability
___	___	___	___	Tutoring
___	___	___	___	Human Resource Center
___	___	___	___	Human potential seminars - aiding student identification of personal skills, interests, and needs.
___	___	___	___	Career exploration seminars - helping the student to interrelate life roles and goals with career roles and goals.
___	___	___	___	Short-term field experience in areas of high intetest.
___	___	___	___	Opportunity to talk with employees and employers in occupational areas of interest (i.e., career days).
___	___	___	___	On-the-job experience
___	___	___	___	Other (specify) _____

2. In addition to these activities, we are also interested if the following activities or opportunities are available at your community college.

NOTE: If yes, ask proportion question.

	What proportion of students make use of it?			
	All	More than Half	Half or Less	None
_____ Employability skills training for students.	___	___	___	___
_____ Interpersonal skills development for students.	___	___	___	___
_____ Group career counseling sessions where students may share ideas.	___	___	___	___
_____ Job shadowing opportunities for students.	___	___	___	___
_____ Use of business/industrial, representatives to act as guidance counselors.	___	___	___	___
_____ Use of MOIS (Michigan Occupational Information System)	___	___	___	___
_____ Use of Dictionary of Occupational Titled (DOT)	___	___	___	___
_____ Use of Career Opportunity Files (such as Chronicle Guidance)	___	___	___	___
_____ Use of Career Decision Making Guides	___	___	___	___

3. Are you, as an individual with guidance responsibilities, given the opportunity to experience a variety of occupations through field experience (paid release time)

_____ Yes If yes, how much time are you allowed? _____

_____ No

4. Who performs the counseling or advising service at your community college?

_____ Guidance Counselor

_____ Occupational staff

_____ Placement Officer

_____ Other

_____ They are two different functions - If yes, describe difference.

_____ We don't have counseling/advising.

5. NOTE: For the following question, only ask the items to which the Dean of Student Services responded yes.

I'm going to list some job placement services which another individual at your community college indicated were available to students. I would like you to indicate what proportion of the students use each service.

All	More than Half	Half or Less	None	
___	___	___	___	An area where employers may conduct job interviews with students.
___	___	___	___	Placement service active contact of employers and potential employers.
				Information and assistance to students seeking:
___	___	___	___	part-time work
___	___	___	___	full-time work
___	___	___	___	summer employment
___	___	___	___	campus employment
___	___	___	___	work study programs
___	___	___	___	Student access to current job bank.
___	___	___	___	Out of district job listings.
___	___	___	___	Employability skills workshops.

All	More than Half	Half or Less	None	
____	____	____	____	Credential Service
____	____	____	____	Workshops in how to use the placement service.
____	____	____	____	Other (specify) _____

6. Next, I'm going to ask you some questions about the Michigan Model Career Guidance Program.

A. Are you using it?

_____ Yes Go to Item 6B

_____ No Go to item 7 and ask - Is there any particular reason? _____

B. What proportion of your students use or are involved in the following components of the model? Your choice of answers will be all, more than half, half or less, or none.

All	More than Half	Half or Less	None	
____	____	____	____	Admissions process
____	____	____	____	Counseling Technique
____	____	____	____	Career Resource Center
____	____	____	____	Career Resources in main library
____	____	____	____	Independent Career Guidance Course
____	____	____	____	Coursework, in an already established course.
____	____	____	____	Management consideration
____	____	____	____	Other (specify) _____

C. Overall, how would you rate the Michigan Model Career Guidance Program?

_____ Very Beneficial

_____ Beneficial

_____ Not too beneficial

_____ Worthless

7. In which of the following areas would you find consultation or technical assistance helpful?

_____ Development of a career decision-making course

_____ Career Resource Center

_____ Career counseling

_____ Faculty inservice on general career guidance

_____ Inservice in specific Michigan Model Career Guidance Program components

If yes, which components?

_____ Admissions process

_____ Counseling techniques

_____ Career Resource Center

_____ Career Resource in Main Library

_____ Independent career guidance course

_____ Coursework, in an already established course

_____ Management considerations

_____ Other (specify) _____

8. Do you have a Career Resource Center?

_____ Yes Go to A-D.

_____ No Go to 9.

A. Where is it located:

_____ Library

_____ Placement Center

_____ In an area by itself

_____ other (specify) _____

B. Do your students initially use the Career Resource Center:

_____ as part of a course assignment

_____ as part of the guidance/advisory process

_____ on their own

_____ other (specify) _____

C. During what hours is it open?

_____ during day hours only

_____ days and evenings

_____ days, weekends, and evenings

_____ other

D. What single feature would most improve the Career Resource Center? _____

_____

9. We have developed a list of features which may or may not be beneficial to your community college. I would like you to indicate with a yes or no, whether or not you have the feature. If you do not, do you feel it would be beneficial? If you do, is it beneficial?

		Beneficial	
1. _____	Directory of human resources	Yes	No
2. _____	Directory of available career guidance materials	Yes	No
3. _____	List of available ancillary services - both within and outside of your community college such as a community speaker's bureau	Yes	No
4. _____	Inservice for the promotion of non-traditional careers	Yes	No
5. _____	Inservice in the recruitment of displaced homemakers and special services required	Yes	No
6. _____	Community college newsletter for career education topics	Yes	No
7. _____	Inservice in how to provide career counseling to the mature adult	Yes	No
8. _____	Inservice in the use of MOIS	Yes	No
9. _____	Inservice in the problem of handicapped individuals relative to career education and how to deal with these	Yes	No
10. _____	Inservice in the problems of limited English speaking individuals relative to career education and how to deal with these	Yes	No
11. _____	Inservice in the Michigan Model Career Guidance Program	Yes	No
12. _____	Other (specify) _____	Yes	No

10. Does your community college have any examplary models, processes, or courses in terms of career guidance?

_____ Yes If yes, A. Please describe _____

_____

_____

B. Is it tied to any special agency services such as MESC, CETA, WIN, or Vocational Rehabilitation?

_____ Yes If yes, which one? _____ MESC

_____ No _____ CETA

_____ WIN

_____ Vocational Rehabilitation

_____ Other

C. Would you be willing to share this with other community colleges?

_____ Yes If yes go to C1.

_____ No

C1. If yes, how? _____ write-up

_____ slide-tape

_____ presentation

_____ visit your site

_____ other

11. Are there any career guidance processes you are piloting or considering?

_____ Yes If yes, in what areas?

_____ No

_____

_____

_____

12. Would you or your staff be willing to be identified as a resource person for other Michigan Community College personnel?

_____ Yes If yes, in what areas?

_____ No

a. _____

b. _____

c. _____

13. Would you like to receive the results of this survey?

_____ Yes If yes, how? _____ booklet

_____ No _____ technical assistance visit

_____ regional workshop

_____ statewide conference

_____ other

14. Do you have additional concerns or questions you would like to address? _____

_____

_____

_____

These are all the questions I have. I would like to thank you for your time and assistance.

Site: _____

Individual Interviewed: _____

Community College Status Survey

Group: Dean of Occupational Education

Hello, my name is _____ from Instructional Development and Evaluation Associates, Inc. You were informed that we would be contacting you as part of a statewide survey of community colleges funded by the Department of Higher Education, Michigan Department of Education. The purpose of the survey is to provide the Michigan Department of Education data relative to the current status of career/vocational guidance and counseling activities and ancillary services designed to enhance vocational education programs at community colleges around the state of Michigan. The survey will take approximately 15-20 minutes to complete. Do you have the time right now to answer the survey questions?

IF YES	IF NO
Go to Item 1	When would be a good time to call back?

1. Does your community college provide any of the following services? Check if yes.

_____ Co-op

describe _____

_____ Externships/Internships

describe _____

_____ Apprenticeship

describe _____

_____ Work Study

describe _____

_____ Testing Services - Aptitude

Which tests are used? _____

_____ Testing Services - Interest

Which tests are used? _____

_____ Special services for the handicapped

describe _____

_____ Special services for senior citizens

describe _____

_____ Special services for the unemployed

describe _____

_____ Special services for the underemployed

describe _____

_____ Special services for minorities

describe _____

_____ Special services for displaced homemaker populations and non-traditional occupations

describe _____

_____ Special services for individuals with limited English speaking ability

describe _____

_____ Tutoring

describe _____

_____ Human Resource Center

describe _____

_____ Human potential seminars - aiding student identification of personal skills, interests, and needs.

_____ Career exploration seminars - helping the student to interrelate life roles and goals with career roles and goals.

_____ Short-term field experience in areas of high interest

describe _____

_____ Opportunity to talk with employees and employers in occupational areas of interest

describe _____

_____ On-the-job experience

describe _____

_____ Other (specify) _____

2. We have developed a list of features which may or may not be beneficial to your community college. I would like you to indicate with a yes or no whether or not you have the feature. If you do not, do you feel it would be beneficial? If you do, is it beneficial?

		Beneficial	
		Yes	No
a. _____	Directory of human resources		
b. _____	Directory of available career guidance materials	Yes	No
c. _____	List of available ancillary services - both within and outside of your community college such as a community speaker's bureau	Yes	No

		Beneficial	
d. _____	Inservice for the promotion of non-traditional careers	Yes	No
e. _____	Inservice in the recruitment of displaced homemakers and special services required.	Yes	No
f. _____	Community college newsletter for career education topics.	Yes	No
g. _____	Inservice in how to provide career counseling to the mature adult.	Yes	No
h. _____	Inservice in the use of MOIS.	Yes	No
i. _____	Inservice in the problem of handicapped individuals relative to career education and how to deal with these.	Yes	No
j. _____	Inservice in the problems of limited English speaking individuals relative to career education and how to deal with these.	Yes	No
k. _____	Inservice in the Michigan Model Career Guidance Program.	Yes	No
l. _____	Other (specify) _____	Yes	No

3. Does your community college have articulation projects with:

A. 4-year institutions

_____ Yes
_____ No

If yes, are they _____ formal _____ informal

What proportion of your students articulate?

_____ 100%
_____ 51-99%
_____ 1-50%
_____ 0%

Who? _____

B. Intermediate school district

_____ Yes
_____ No

If yes, are they _____ formal _____ informal

_____ 100%
_____ 51-99%
_____ 1-50%
_____ 0%

Who? _____

C. Secondary school district

_____ Yes
_____ No

If yes, are they _____ formal _____ informal

_____ 100%
_____ 51-99%
_____ 1-50%
_____ 0%

Who? _____

D. Others

_____ Yes
_____ No

If yes, are they _____ formal
_____ informal

_____ 100%
_____ 51-99%
_____ 1-50%
_____ 0%

Who? _____

4. What areas are included in your articulation program?

_____

_____

_____

5. Do your students get information about career exploration/career decision-making as a result of:

_____ a career exploration/career decision-making course
_____ a part of another course
_____ using the Career Resource Center
_____ other

6. Do you do any formal or informal occupational skills needs assessments to insure your curriculum and courses are consistent with actual job skills needed in the field?

_____ Yes
_____ No
_____ Not Sure

A. If yes, how often is this conducted?

_____ one time per year
_____ bi-yearly
_____ other

B. How is this done?

_____ survey of employers
_____ survey of staff
_____ discussion with employers
_____ discussion with staff
_____ other

7. Would you like to receive the results of this survey?

_____ Yes
_____ No

If yes, how?

_____ booklet
_____ technical assistance visit
_____ regional workshop
_____ statewide conference
_____ other

8. Does your community college have any examplary models, processes, or courses in terms of career guidance?

_____ Yes
_____ No

If yes, A. Please describe _____

_____

_____

B. Is it tied to any special agency services such as MESC, CETA, WIN, or Vocational Rehabilitation?

_____ Yes
_____ No

If yes, which one?

_____ MESC
_____ CETA
_____ WIN
_____ Vocational Rehabilitation
_____ other

C. Would you be willing to share this with other community colleges?

_____ Yes
_____ No

If yes, to C1.

C1. If yes, how?

_____ write-up
_____ slide-tape
_____ presentation
_____ visit your site
_____ other

9. Are there any processes, course(s) etc., you are piloting or considering?

_____ Yes If yes, please explain. _____

_____ No _____

_____

10. Would you or your staff be willing to be identified as a resource person for other Michigan Community College personnel?

_____ Yes If yes, in what areas?

_____ No a. _____

b. _____

c. _____

11. Do you have additional concerns or questions you would like to address? _____

_____

_____

These are all the questions I have. I would like to thank you for your time and assistance.

Appendix B

Status Survey of Guidance and Counseling Services in Michigan Community Colleges:

January, 1981

Submitted by:

Instructional Development and Evaluation Associates, Inc.

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Foreword

This survey was conducted by Instructional Development and Evaluation Associates, Inc. in cooperation with Kalamazoo Valley Community College under the auspices of the Michigan Department of Education, Community College Services Unit. These findings are intended to assist your community college in developing a better understanding of guidance and counseling and ancillary services both statewide and within your institution in order to plan and coordinate guidance and counseling activities to meet the needs of your students.

Career Guidance and Counseling Committee

Till Peters
Grand Rapids Junior College

Shirley Smith
Kalamazoo Valley Community College

Nancy Woods
Kalamazoo Valley Community College

Virgil Hillstead
Kalamazoo Valley Community College

Steve McEnaney
Lansing Community College

Karl Wagner
Macomb County Community College

William J. O'Mahoney
Oakland Community College

Carole Hannan
Jackson Community College

Sally Chalghian
Macomb County Community College

Gertrude Bonaparte
Michigan Department of Education

Joe McGarvey
Michigan Department of Education

Carol Wolenberg
Michigan Department of Education

Ex-officio Members

James Weber
Michigan Department of Education

Jim Folkening
Michigan Department of Education

Marilyn Schlack
Kalamazoo Valley Community College

Eric M. Gordon
Instructional Development and Evaluation Assoc., Inc.

Jeffrey Resnick
Instructional Development and Evaluation Assoc., Inc.

Introduction for Community Colleges

The information provided in this report is intended to serve three purposes. The first purpose is to provide readers with an overview of the activities and background of the survey of community colleges in which several staff members of each community college in Michigan participated. Secondly, the data provided during the interviews has been summarized into tables which are designed to assist community college staffs in completing the "Application for Vocational Guidance and Counseling Funds" by providing an overview of the counseling and guidance services at your community college. The third purpose is to provide readers with an overview of how other community colleges around the state of Michigan responded to the survey items.

Contained within this report are several sections. The first section includes this introduction. The second section contains the background of the community college survey project. This will provide an understanding of rationale behind the project. The third section contains a complete description of the methodology followed during the implementation of the project. The fourth section contains directions for utilizing the tables presented in this report. Finally, the fifth section contains the tables which have been built specifically to indicate statewide and your community college response to the interviews. Any questions you have relative to this report may be addressed directly to Instructional Development and Evaluation Associates, Inc. or the Michigan Department of Education, Higher Education Department, Community College Services Unit.

Project Background

Beginning in 1975 and continuing through 1977, a grant from the Michigan Department of Education was let to Kalamazoo Valley Community College and Montcalm Community College to develop a model career guidance program for community colleges. The end result of this project, a series of manuals entitled "Model Career Guidance Programs for Michigan Community Colleges" was developed to serve as guidelines for an effective career guidance program at the community college level. Since 1977, Kalamazoo Valley Community College has updated portions of the model to meet their individual needs. As a direct result of need for update, this Statewide Status Survey was designed to identify the overall use of the "Model Career Guidance Programs for Michigan Community Colleges."

Senator Gary Corbin headed a Postsecondary Task Force on Career Education in 1977. The task force consisted of key representatives from community, four-year, and private colleges. This group presented its final recommendations in August, 1977 to the Senate Committee on Employment and Training.

The purpose of the task force was to make recommendations regarding the advisability of post secondary career education legislation and to identify the specific provisions this legislation should contain. Included in the recommendations was a specific recommendation that the Michigan Department of Education conduct a statewide needs assessment relating to the status of career development and career preparation at community colleges. The purpose of this project was to fulfill the committment of

the Michigan Department of Education to meet this recommendation. Thus, the purpose of this study is to provide the Michigan Department of Education with data relative to the current status of career guidance and counseling activities and ancillary services designed to enhance vocational education programs at community colleges around the state of Michigan.

The data generated from the activities of the study are intended to assist the Michigan Department of Education in six areas. The first area is to provide the Michigan Department of Education with some direction and recommendations regarding the establishment of future funding from the federal government. The second area is to provide data which may be used by the Michigan Department of Education to provide internal direction for distribution of vocational education funding to meet the needs of community colleges within the state of Michigan. The third area is to provide the Michigan Department of Education with data that identify needs of community colleges relative to career guidance, counseling activities and ancillary services designed to enhance the vocational education programs they offer. The fourth area is to provide data relative to the feasibility of implementing activities as identified in the Federal Register, which may occur either within the community college or across a network of community colleges. The fifth area is to identify individuals from community colleges who are willing to share exemplary models or programs at their community college with interested persons or who are willing to be resource personnel with expertise in specific areas. Finally, the sixth area, and the secondary purpose of the status survey, is to obtain data from respondents relative

to plans they have which are designed to meet their needs as identified by staff members or other audiences of the community college during the survey process.

Methodology

The survey process began in October, 1980 with the award of a contract to the Kalamazoo Valley Community College to sub-contract the survey and sponsor a statewide conference to discuss the results of the project. Instructional Development and Evaluation Associates, Inc. was chosen as the sub-contractor. An initial meeting between Kalamazoo Valley Community College staff, Carol Wolenberg, representing the Michigan Department of Education, and staff from Instructional Development and Evaluation Associates, Inc. was held at Kalamazoo Valley Community College on October 14, 1980. The purpose of this meeting was to identify the areas to be addressed in the survey instruments and the appropriate audiences to serve as survey respondents. The Department of Education believed it essential to the success of the project to place much emphasis on the input of a community college in the developmental process of the survey. Such input would insure that the survey items accurately assessed the current state of counseling and guidance activities at community colleges. Kalamazoo Valley Community College agreed to fulfill this role.

Based on the information obtained during the initial meeting, draft instruments were developed and submitted to the Department of Education for review. Five instruments were developed as a result of the initial meeting including four survey instruments and one demographic instrument. The four survey instruments were for Presidents of Community Colleges, Deans of Occupational Education, Deans of Student Services, and guidance personnel. The demographic instrument was designed to collect information

primarily concerning the numbers and types of students attending the community college. The instruments were reviewed on three different occasions.

The initial review was performed by Carol Wolenberg. This review was used to clarify the intent of the questions. The second review consisted of a joint meeting between Carol Wolenberg and staff from Kalamazoo Valley Community College. The purpose of this meeting was to review the instrument and identify necessary modifications to the items or survey format. The instruments were then revised by the Department of Education and mailed to Instructional Development and Evaluation Associates, Inc. for their review of the revised instruments. Several modifications were made to the instruments by Instructional Development and Evaluation Associates, Inc. after consulting with the Department of Education. The most notable modifications were the deletion of the survey for Presidents of Community Colleges and the demographic information survey. The items contained within the survey for Presidents of Community Colleges were distributed among the other surveys. This decision was made as it was determined the information could be obtained from the other respondent groups without having to request the necessary interview time from the Presidents. It was also determined that the demographic data could be obtained from records maintained by the Department of Education and therefore it would be unnecessary to request these data.

The revised versions of the instruments were then mailed back to the Department of Education where they underwent a review by a committee of key representatives from the community college

sector. Upon completion of this review, Instructional Development and Evaluation Associates, Inc. conducted an in-house pilot test of the instruments with two community colleges. Based upon the results of the pilot test, several minor modifications were made to the instruments. The final version of the instruments was then forwarded to the Department of Education and approved.

The survey was conducted primarily between December 9 and December 19, 1980. Those individuals which Instructional Development and Evaluation Associates, Inc. could not contact during this time period were contacted shortly thereafter. All surveys were completed by January 5, 1981. Each of the surveys developed were to take approximately 30 minutes to administer. While this time expectation was generally correct, the interview times ranged from 20 minutes to 1 hour in length.

The individuals administering the telephone interview were trained specifically for the interview task by Instructional Development and Evaluation Associates, Inc. A one-half day training session was conducted for the telephone interviewers. All interviewers were run through "dummy" interviews using each of the three instruments. Questions raised by the telephone interviewer were answered. During the training session, the staff member from Instructional Development and Evaluation Associates, Inc. asked questions to the telephone interviewers to insure their complete understanding of both the questions on the interviewer sheet and the reason for asking the questions.

Three individuals were interviewed from each of the 29 community colleges. These were: the Dean of Occupational Education,

Dean of Student Services, and a guidance person. The names of the Deans of Occupational Education and Deans of Student Services were provided to Instructional Development and Evaluation Associates, Inc. by the Department of Education. The names of guidance personnel were obtained during the interview with the Deans of Student Services from each of the community colleges.

Interpretation of the Tables

The tables presenting the results of the survey are found in the last section of this report. Each table reports two levels of data. One level is the response provided by your community college. The other is a summary of the data provided by all 29 of the community colleges. The two levels of data have been presented to enable each community college to not only assess their areas of strengths and weaknesses, but also to see how their responses to the survey differed or agreed with the responses of the remaining 28 community colleges around the state of Michigan.

Your response to each survey item is indicated with a circle placed around the group response (for all 29 community colleges) to the survey item of interest. This method has been selected to allow you to immediately compare your answers with those of all the community colleges around the state of Michigan.

These tables have been provided with the intention that the data contained within the tables will assist in the preparation of applications for vocational guidance and counseling funds from the Department of Education. The tables can be used to determine areas in which you would like to see additional development within your community college. Such areas would be indicated on the tables through a response indicating a lower level of activity for a particular area of guidance and counseling within your community college than you would like. This is explained further in the last paragraph of this section.

When reading the tables to obtain information relative to the state as a whole, it should be noted that the percentage figure

listed in the table is an adjusted percentage. This means that those individuals not responding to the item were not included in the calculation of a percentage figure. Therefore, it is possible that while there are 29 community colleges, one item may have been answered by only 27, and thus, the adjusted percentage presented in the table would be based on a total respondent group of only 27, not the entire 29.

Further insight into how the tables are to be read is provided by the 3 tables and accompanying explanation which follow. These tables are found as the last 3 pages of this section.

The first table is an indication of the most simple table format found in this report. Three points can be made about this table. All three relate to the footnotes presented at the bottom of the table.

As the first footnote indicates, the numbers in the table are based on a total of 29 respondents. The double asterisk indicates that the percentages are adjusted for non-respondents as explained in an earlier paragraph of this section. Finally, the third point represented by the crossed footnote indicates that respondents could select more than one category when giving their responses. Thus, looking at the first entry into the table, it can be seen that the source "Career Exploration/Career Decision Making Course" was indicated as a source of career exploration and/or career decision making information for students by 22 of the community colleges. This translated into 75.9% of the respondents to this item. The entries for the remaining two identified sources of career exploration and/or career decision making information may be read in a similar manner. The final entry

under the source column, "other" indicates that 12 of the community colleges indicated students obtained career exploration and/or career decision making information from sources other than those identified on the survey. The circles around the first and third options indicate that these were the responses given by the community college to the survey question(s) represented in this table. Thus, this community college indicated that career exploration and/or career decision making courses and a career resource center were sources of career exploration and/or career decision making information for students.

The next table presented relates to the current status of features considered potentially beneficial to community colleges. A look at the format of the table reveals that information is presented on three different levels relevant to each feature considered potentially beneficial to community colleges. Each level is represented by one of the columns on the chart. The first column identifies the number and percent of the community colleges having the feature. The second column identifies the number and percent of community colleges which have the feature and find it beneficial. Finally, the third column indicates the number and percentage of community colleges who do not have the feature but would find it beneficial to have the feature. As with the first table, the footnotes indicate that the sample was based on 29 respondents and that the percentages, where necessary, were adjusted for non-respondents.

An analysis of the information presented for the first feature identified, indicates that 12 community colleges (42.9% of the

respondents) indicated they had a directory of human resources. Nine of the 12 respondents (81.8%) indicated they found the directory of human resources beneficial. Finally, 12 respondents indicated they did not have this feature (85.7% of those responding who did not have the feature) but would find it beneficial to have the feature.

As with the first table, the circles on this table indicate the responses of the community college to the survey items represented in the table. This community college, for example, indicated they did not have 4 of the 6 features considered potentially beneficial to community colleges but would find these features beneficial. The two features this college did have, it found to be beneficial.

The third and final table presents information in a slightly different format. As the title of the table indicates, the table contains information on the number and percentage of community colleges having either formal or informal articulation projects with four year institutions, intermediate school districts, or secondary school districts. The format of the table indicates that for each of the institution types identified with which community colleges could have articulation projects, three different types of information are presented. The first type of information is the number of community colleges having an articulation project with the institution type identified. The second is whether the articulation project was the result of a formal or informal agreement. The third and final type of information is the portion of the students at the community colleges involved

in the articulation project. Thus, for the first institution type identified, four year institutions, the table revealed the following. Twenty-nine (100% of the respondents) community colleges indicated they had an articulation project with four year institutions. Twenty community colleges (95.2% of those answering the question) indicated this agreement was formal in nature while 1 (4.8% of the respondents) indicated the agreement was informal in nature. Finally, two community colleges indicated that between 51 and 99% of their students articulated. As with the other two tables, the footnotes indicated that the figures presented in the table are based on a total of 29 individuals responding to this survey and the percentages are adjusted for non-respondents to individual survey items. The circles on this table indicate that this community college had an articulation project with only a four year institution. This articulation project was formal and between 1 and 50% of the students articulated.

The three tables presented provide the basic framework for being able to read and understand the tables presented in this report. While many of the tables will vary from the three formats presented, the ability to read and understand these three tables will make comprehending the tables presented within this report a much easier task.

Use of Tables in Application Preparation

The purpose of this document is to assist you in the preparation of your "Application for Vocational Guidance and Counseling Funds". The tables in the report are intended to help you identify potential areas in which you might wish to apply for funding. For

For example, Table 3 indicates that the community college had articulation projects with Intermediate School Districts (60.0%) in addition to Four Year Institutions. The result of these data might be that this community college decided to apply for funding to develop additional articulation projects.

This is one example of how the data from the tables might be used. Similar use of the remaining tables should be made to identify areas in which your community college will apply for funding.

Table 1

Sources of Career Exploration and/or Career Decision Making Information for Students+

Source	Number of Community Colleges Indicating Use of Source*	Percent of Community Colleges Indicating Use of Source**
Career Exploration/Career Decision-Making Course	(22)	75.9
Part of Another Course	21	72.4
Using a Career Resource Center	(22)	75.9
Other	12	4.4

*Based upon a total of N=29 respondents.
**Adjusted for non-respondents.
+Respondents could select more than one category.

Table 2

Current Status of Features Considered Potentially Beneficial to Community Colleges

Feature	Have the feature. Number*	Percent**	Have the feature and find it beneficial. Number*	Percent**	Do not have the feature but would find it beneficial. Number*	Percent**
Directory of human resources.	12	42.9	9	81.8	12	85.7
Directory of available career guidance materials.	22	78.6	19	95.0	3	75.0
List of available ancillary services--both within and outside of your community college such as a community speaker's bureau.	20	71.4	18	94.7	3	42.9
Inservice for the promotion of non-traditional careers.	8	27.6	7	100.0	13	76.5
Inservice in the recruitment of displaced homemakers and special services required.	16	55.2	15	93.8	11	84.5
Community college newsletter for career education topics.	7	24.1	7	100.0	13	61.9

*Based upon a total of N=29 respondents.
**Adjusted for non-respondents.

Table 3

Number and Percentage of Community Colleges Having Either Formal or Informal Articulation Projects with Four Year Institutions, Intermediate School Districts, or Secondary School Districts

Institution Type	Have Articulation Project		Formal		Informal		Proportion of Students Articulating							
							100%		99-51%		50-1%		0%	
	N*	%**	N	%	N	%	N	%	N	%	N	%	N	%
Four Year Institution	(29)	100.0	(20)	95.2	1	4.8	0	0.0	2	7.4	(25)	92.6	0	0.0
Intermediate School District	20	69.0	14	73.7	5	26.3	0	0.0	1	5.6	16	88.9	1	5.6
Secondary School District	17	60.7	9	69.2	4	30.8	0	0.0	0	0.0	11	100.0	0	0.0
Other	11	61.1	5	62.5	3	37.5	0	0.0	1	12.5	7	87.5	0	0.0

*Based upon a total of N= 29 respondents.
**Adjusted for non-respondents.

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MICHIGAN STATE BOARD OF EDUCATION

STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap shall be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

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